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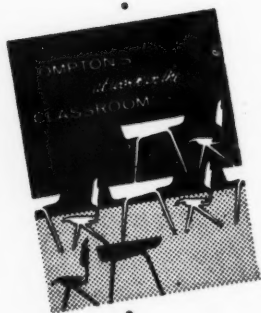
FALL 1956



The Quarterly Journal of the
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Compton Comment



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SCHOOL librarians need no longer point a collective finger at us with the admonition, "Why don't you do something about it?" Because we have "gone and done it."

According to reports that have come to us from libraries, children have used their encyclopedias constantly but not always wisely or too well. In many instances they have merely copied sections that answered reference questions without much concern about what they were copying.

The "something" we have done is to publish "Compton's at Work in the Classroom," a 48-page booklet (big pages too) prepared by teachers for teachers and capably edited by Dr. Royce H. Knapp, Compton Director of Educational Research. This booklet is full of practical ideas and suggestions for using Compton materials in actual classroom teaching and study. Coverage is from primary grades through junior high school with nary an activity to encourage copycats.

A third-grade activity is a "follow up" to a visit to the zoo. The teacher starts the discussion with a section of the Zoo article under the subhead "Are Animals Happy in the Zoo?" This leads to looking up pictures of animals the children have seen and to reading about them. Compton materials are brought in as children learn to use a microscope, and there is a fascinating project in which boys and girls use the encyclopedia before the arrival of an exchange teacher from a foreign country.

The activities suggested for use in developing map skills from lower through upper grades are exceedingly well done as are those which teach the skill of using an index. Among my favorite sections are those that show how to skim, paraphrase, and outline encyclopedic material on a given subject. These, as well as some other activities, can be used in the senior high school.

Altogether this booklet is a fascinating collection of ideas for utilizing Compton materials for classroom enrichment, for the teaching of skills, and in the solving of special problems. The booklet is inviting in appearance. Amusing drawings illustrating various activities add to its attractiveness.

L. J. L.

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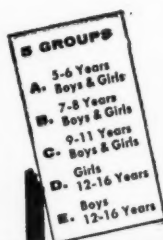
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Sadie P. Delaney: Bibliotherapist And Librarian

CLYDE H. CANTRELL

Dr. Sadie P. Delaney of Tuskegee, Alabama, has achieved state, national and international recognition for her work as a librarian, but more especially as a bibliotherapist. It seems appropriate, therefore, that the life and works of this tireless and energetic person should be recorded for the readers of the *Southeastern Librarian*.

Mrs. Delaney, Chief Librarian at the Veterans Hospital in Tuskegee, was born in Rochester, New York, in 1889. She attended the Poughkeepsie, New York, High School, the College of the City of New York, and received her professional training in the New York Public Library System.

In 1920 Mrs. Delaney was assigned to the 135th Street Branch of the New York Public Library, where she provided library service for Negroes, Chinese, Jews, Italians, and many other races. While employed at this library, she was active in civic and literary circles; and her work with delinquent boys and girls and with the foreign-born drew world-wide recognition. A beginning was made in helping delinquents through the use of bibliotherapy. The story-telling hours attracted public and parochial school children, and special work was carried on with parent-teacher groups. Boy Scouts, Y.M.C.A. leaders, social workers and others were brought into the library. The first Negro art exhibit was held and a book lovers club was organized for

bringing authors and readers together. Mary Austin, Dorothy Canfield Fisher, Clement Wood, Bobbette Deutsch, and other writers came to the library to speak and meet library patrons.

Because of Mrs. Delaney's great interest in books dealing with Negro life and literature, she placed special emphasis upon building a Negro collection at the New York Public Library. As a result of this interest, she came to know Mr. Arthur Schomburg, Puerto Rican-American historian, who later gave his valuable collection on the Negro to the New York Public Library.

While working with various groups and individuals, Mrs. Delaney became interested in work with the blind. This interest was so great that she learned Braille and Moon Point.

In 1923 Mrs. Delaney was called upon to organize the library for the Veterans Administration Hospital at Tuskegee, Alabama. At first she was reluctant to accept the appointment because she was not sure she would ever want to live in the South. However, after considerable deliberation she asked and received a leave of absence for six months from the New York Public Library to allow her to organize the library at Tuskegee. At the end of this half year, seeing the demands and opportunities for library service so great, she accepted as a permanent appointment the position of librarian, where she has achieved a reputation which has gone

*Mr. Cantrell is Director of Libraries, Alabama Polytechnic Institute.

far beyond the boundaries of the United States.

Not until January, 1956, did this writer see in a library periodical an advertisement seeking the services of a bibliotherapist.¹ Yet this is an art and/or science which Mrs. Delaney has practiced since her period of service at the 135th Street library in New York City.

What, then, is bibliotherapy? It has been defined and discussed in a recent article in our professional literature.² The term is taken from *biblio*, meaning book, and *therapy*, designating treatment. Hence, bibliotherapy means book-treatment. It is, therefore, the art or science of curing or improving the state of health of the ill and infirm, either physically or mentally, through the skillful selection and reading of appropriate books and use of other media. Mrs. Delaney has defined bibliotherapy as meaning "the treatment of a patient through selected reading."³

Gladys Oppenheim has published, in South Africa, an illustrated article on the bibliotherapeutic activities of Mrs. Delaney. Miss Oppenheim writes that in Tuskegee "one can see bibliotherapy in practice at its very best . . . and its success in this hospital is entirely due to the gifted and devoted librarian, Mrs. Sadie Peterson Delaney . . . every book in the hospital library has to be read by the librarian, who has to be familiar with the case history of each patient. . . ."⁴ A bibliotherapist, according to practices at Tuskegee, looks upon a patron as a patient who is entitled to receive the same indi-

vidual attention as that given to him by his physicians and psychiatrists. It is in this area of activity that Mrs. Delaney has been lauded at home and abroad.

What was the sequence of events leading to the establishment of an adequate library and development of bibliotherapy at the Veterans Hospital in Tuskegee, Alabama? To answer this question, let us consider the entire scope of Mrs. Delaney's work there, the problems she found and her achievements in their solution.

A very interesting record of the first year of the Veterans Hospital Library has been recorded by Mrs. Delaney herself.⁵ She arrived in Tuskegee the first day of 1924, and on the third day of January the doors of the library were opened to patrons. There was only one table, and the book collection numbered a mere 200 volumes. She decided to begin with equipment and books on hand rather than waiting for deliveries. The library room had formerly been used as a place for the sale of cigarettes and candy; when the candy was about exhausted, stories were substituted. At first there were no books for mental patients, so fairy tales borrowed from the Tuskegee Institute Library were used. Within two weeks the library was moved to more adequate quarters and reading tables, chairs, and an office for the librarian were provided. Flowers, plants, wall maps and posters were used to good effect. Within a few weeks, Mrs. Delaney began carrying books to the wards of the hospital so patients confined there might begin to read them. A medical library was begun on a small scale on January 15, but has continued to grow from year to year.

1. *Library Journal* 81:200, January 15, 1956.

2. Ruth Hannah, "Navy Bibliotherapy," *Library Journal* 80: 1171-73, May 15, 1955.

3. Sadie P. Delaney, "The Place of Bibliotherapy in a Hospital," *Library Journal* 83: 805-08, April 15, 1938.

4. Gladys Oppenheim, "Bibliotherapy—A new Word for your Vocabulary," *Cape Times* (Bloemfontein, South Africa), January 15, 1958, p. 3.

5. Sadie Delaney, "U. S. V. Hospital Library, No. 91, Tuskegee, Ala." *The Crisis*, 29: 116-117, January, 1925.

A book wagon was received in April of the first year of operation, and it tended to increase the reading interests of patients in the wards. Monthly book talks by the librarian and weekly story hours in the wards did much to stimulate patients to read more and more. Although the circulation at the end of the first month was only 275, by the end of the year it had increased to 1500 monthly, about 90% being non-fiction. By 1953 the circulation of books from the general and medical libraries was more than 10,000 per month. The organization of a literary society, which met in the library, gave the librarian further opportunities to work with the reading needs of patients. At the end of the first year there were 4,000 volumes in the hospital library and about 85 volumes in the medical library for the use of doctors and nurses. When one considers that the libraries were catering to 500 patients and about 300 employees, the first year of operation seems phenomenal.

After this beginning, every conceivable means was used to stimulate further the interests of patrons in the use of books. By 1925 the number of patients had increased from 500 to 1,000; and reading increased proportionately. In 1926 a special library binding service was organized to give patients vocational experience. In 1930 a Disabled Veterans Literary Club was formed, becoming the nucleus for the active Literary Press Club at this time. Patients are the officials of the club, and meetings are held Monday mornings and Thursday evenings in the library. In 1933 a special bibliotherapy unit was organized so patients might attend the library rather than having it brought to them. A department for the blind was started in 1934. It is concerned with book fairs, exhibits,

projected books, talking books, Braille group therapy, stamp and coin clubs, radio broadcasts, binding service, and trips of book carts to the bedsides of patients.

In 1934 a library debate club was organized and 1935 saw the beginnings of a special numismatic club and a philatelic club, both started to give the patients good, wholesome hobby and recreational activities. The clipping service (1936), the nature study group (1938), and the historic forum (1939) have supplied other avenues of interests for those in need of library and bibliotherapeutic attention. These activity groups and the various services provided for patients and patrons have, without doubt, given the Veterans Hospital Library at Tuskegee the highest circulation per patron of any library in this area. It is all attributable to the planning and forethought of Mrs. Delaney.⁶

It is doubtful that any other Southern librarian has ever been praised for his (or her) humanitarian work more than Mrs. Delaney. She has thrived in a life of devotion and service to others. Thrilling indeed have been her experiences in assisting in the rehabilitation of the mentally and physically ill. Seeing the spark of interest kindled in the minds of neurotic persons who thought the world offered no reason for living; assisting the blind to learn to read and to come to fill useful roles in society; showing the permanently disabled how, despite their handicaps, they may develop hobbies and vocations for their own amusement and profit; and advancing the general, cultural and specialized educations of hundreds or even thousands of citi-

6. For a brief outline of the development of the entire program of the library to 1940, see Sadie P. Delaney, "Library Activities at Tuskegee," *United States Veterans Administration Medical Bulletin*, 17: 163-9, October, 1940.

zens have been self-satisfying experiences which Mrs. Delaney looks upon with great joy. Such a life lived in the interest of suffering humanity has earned for her the appellation of "Great Humanitarian."⁷ It is not surprising that she should have received numerous honors and awards.

One of the most significant tributes paid to Mrs. Delaney was written by Morteza D. Sprague,⁸ who has been acquainted with her and her work for the past twenty-six years. He points out that, whereas there is much ado about bookmobiles today, Mrs. Delaney has been carting books to patients since 1924. In New York, says Sprague, Claude McKay, Langston Hughes, and others were given their initial push by Mrs. Delaney. At the Veterans Hospital in Tuskegee, her program has been so successful that library schools such as Illinois, North Carolina, and Atlanta have sent students to study her programs and methods. The Veterans Administration long ago adopted the policy of having its hospital librarians study the policies and practices of Mrs. Delaney. People who have paid distinguished tribute to her include Dr. F. D. Patterson, Dr. Charles S. Johnson, and Dr. George Branche. She has been acclaimed by librarians such as Dr. Keyes D. Metcalf, Dr. Luther Evans, Dr. E. W. McDiarmid (now a dean at the University of Minnesota), and Dr. Virginia Lacy Jones.

It would require too much space to list the numerous citations of merit and the honors which have come to Mrs. Delaney during the last thirty-two years, so only some are mentioned in this article. She and her work are included or discussed in fifty-one publications. The United States De-

partment of State sent to 100 U.S.I.S. units in 75 countries information on Mrs. Delaney, citing her life and work as an example of what is great and good in "The American Way of Life." In 1934 she was listed in *Principal Women in America*, edited by Mitre Chambers (London, 1934). In 1938 Mrs. Delaney's work was discussed in an illustrated article published in South Africa.⁹ In 1949 she was cited by the American Legion "for meritorious service to veterans"; and the same year she was selected as "Woman of the Year" by the National Urban League, the Iota Phi Lambda sorority, and the Zeta Phi Beta sorority.

In 1950 Mrs. Delaney's work as librarian, humanitarian, and bibliotherapist was discussed and lauded by *Look Magazine* (26 Sept. 1950), the American Medical Association *Journal* (6 May 1950), *Military Surgeon* (June, 1950), and the Book Trolley Hospital Librarians Guild of London, England. In 1951 a sketch of Mrs. Delaney's work in Alabama up to that time was published by Sprague.¹⁰ In 1952 she was honored at Howard University as one of the National Council of Negro Women honorees. Closer home, the *Montgomery Advertiser* selected Mrs. Delaney as one of Alabama's outstanding women in 1953. In December, 1955, she was honored in Washington, D. C., by the 200 chapters of the Zeta Phi Beta sorority as National Honorary Member, based on her accomplishments in library service.

Mrs. Delaney has taken an active part in the work of the Hospital Librarians Division of the American Library Association. She is also a member of the Southeastern Library Association. The high esteem in which she is held in Tuskegee was shown

7. Morteza D. Sprague, "Dr. Sadie Peterson Delaney: 'Great Humanitarian,'" *Service* 15:17-18, June, 1951.

8. *Ibid.*

9. Gladys Oppenheim, *Op. Cit.*

10. Morteza D. Sprague, *Op. Cit.*

when she was invited to become a member of the Neuropsychiatric Journal Club, composed largely of resident psychiatrists.

Of all the honors which have come to Mrs. Delaney, there is none of which she is happier than the honorary Doctor of Humanities degree conferred upon her by Atlanta University in 1950. On that occasion she was cited as a "great humanitarian, who has labored tirelessly with courage, fearlessness, patience and love."¹¹

After thirty-three and a half years of service, Dr. Delaney received the top award of the U. S. Veterans Administration for the excellency of her work and for her service to humanity. This award came in the form of a Certificate completed in Washington under date of 8 June 1956 and it reads as follows:

COMMENDATION

This Certificate is awarded to Sadie P. Delaney in recognition of her outstanding contribution to the rehabilitation of veteran patients. Through the use of bibliotherapy and braille she has had particular success in aiding the mentally ill and the blind. Her many years of service have brought universal renown and gratitude.

Given at Washington, D. C.

This 8th day of June, 1956

Veterans Administration

Seal

s/William S. Middleton

Chief Medical Director

This honor is indeed appropriate and signifies to the world the admiration in which Dr. Delaney is held, because of the patience and love she has showed in administering to those who have needed her Christian assistance.

Dr. Delaney's philosophy of life and her eagerness to be of service to mankind were illustrated in her speech at the Atlanta University Commencement banquet, held the evening after she received the honorary doc-

torate. She began by stating that "Were I a poet tonight, I might put my emotions in verse; were I an artist, I would paint a picture and title it, 'for those who serve'; were I a singer, I would sing 'Hallelujah'; but I am only a servant and can say, this is my finest hour."¹² Dr. Delaney spoke at length on the joy she has had in administering to the needs of those who could not help themselves, but she pointed out that it was she herself who was benefited. "We feel that we are enriching the lives of those we serve," she said, "but we are the benefactors; we are enriching our own lives. The faith, hope and tenacity which they taught us might tend to inspire others." She added that "The more one works with people in trouble, the greater his confidence in human kind and his respect for human beings becomes. . . . Let a man be free to be himself and his success is almost assured. . . ." Concluding her speech, Dr. Delaney said that "Out of life's very difficulties; out of our own frailty comes renewed appreciation of all that living means and the privilege that is ours to practice."

Dr. Sadie P. Delaney's story can never be written completely, because her assistance and kindness to those in need may have set up chain reactions which will be passed on from one person to another for years to come. However, this much we know: Dr. Delaney has wrought well, her work has been a blessing to the South and to the Nation, and the various honors which have been bestowed upon her have been deserved. May her good work continue for many years, because she has been a candle in the darkness for countless individuals who desperately needed to have light shed upon their pathways.

11. From Atlanta University, Eighty-first Commencement, 5 June 1950.

12. Passages so indicated are quoted by permission of Dr. Delaney.

Cooperative Planning in Acquisitions*

By ROBERT B. DOWNS

Perhaps it would simplify the approach to an exceedingly complex subject, i.e., cooperative planning in acquisitions, if we can agree at the outset upon certain limitations and definitions.

First of all, it should be clear that we are dealing with materials primarily of interest to the scholar, the specialist, and the research worker. It is pointless, in my judgment, to consider materials of general cultural and informational content, such as one would find in a public library, or the books required for college instruction at the undergraduate level. In undergraduate college teaching, for example, every library has to maintain a large degree of independence. Otherwise, it cannot provide satisfactory service to its students and faculty. Substantially the same courses, requiring the same books, are offered undergraduates on each campus. Furthermore, large numbers of students are usually involved. Duplication of library collections is therefore necessary and desirable. I believe it would be generally agreed, accordingly, that books and other materials intended for a mass audience should be eliminated from consideration in any program of inter-library cooperation in acquisitions.

The reverse of this coin is that the greatest opportunities for cooperation are in highly specialized subjects and infrequently-used materials. An analysis of the characteristics of library research collections

will help to identify the areas where cooperation may be feasible.

Let us, as an example of a research collection, consider what would constitute a really comprehensive and specialized library of, say, Georgia history. We would expect to find assembled in such a collection all the published sources and an extensive assemblage of texts, critical and biographical works. There would also be contemporary pamphlets, broadsides, newspapers, government publications, and the fullest possible list of journals and bibliographies. Even these would not exhaust the field, for the scholar would also need manuscripts, letters, photostats or microfilms of unique materials in other collections, clippings, photographs, maps, and collateral materials. Virtually any other topic one could name would have similar ramifications. Few institutions have the financial resources, expert guidance, the staff, and space to undertake the development of more than a very limited number of such collections. Hence, there is immediately apparent the logic of cooperative agreements among libraries to avoid the expense and waste of duplication, and to enrich state, regional, or national library resources by branching out into new areas.

The problem is almost identical if examined from the point of view of types of material, rather than of subjects. I will mention only three types: newspapers, government publications, and periodicals. According to the current *Ayer's Directory*, there are over 11,400 newspapers presently being

*Paper presented at a meeting of the Southeastern Interlibrary Research Facility Work Conference, Atlanta, Georgia, October 24, 1955.

published in the United States—1,860 dailies, and the remainder weeklies, semi-weeklies, etc. A conservative estimate is that less than fifty per cent of the titles are preserved in libraries. A more accurate figure might be twenty-five per cent. The others sink without a trace, except perhaps for office files which are frequently discarded after a few years. You may ask, does it matter? The modern newspaper is filled with "boiler plate," syndicated columns, canned editorials, and the standardized products of the press services. Nevertheless, even the most mediocre papers contain local and regional news that may never appear in any other source. When the papers disappear, the record is lost. The burden and expense of maintaining complete files of all newspapers, even for a single state, whether in the original or in micro-reproduction, is too great for any one library. Again, the solution points toward cooperative agreements. Otherwise, it is certain that the job of preservation will be but partially and unsatisfactorily done. In addition, there is the question of papers of national circulation and of major foreign newspapers, files of which should probably be available in each region of the country.

No less staggering is the problem of government publications, one of the most basic bodies of material in a general research library. So diverse have the publishing activities of our federal government, for example, become in recent years that there is virtually no branch of knowledge untouched by them. These alone are enough to inundate the average library, if it attempts to receive them all, but we must also give consideration to the flood of publications emanating from forty-eight state governments, hundreds of municipalities, and scores of foreign nations. Only

a handful of the largest research libraries collect comprehensively in this important sector. Yet, much of the material is essential in other institutions and regions. Through acquisition agreements based upon geographical or subject divisions, it is possible to provide in each major region of the country well-rounded collections of documentary publications.

The third of the three types of material singled out for comment is, in most respects, the greatest in significance. This is periodicals. The two largest libraries in the country, the Library of Congress and Harvard University, report that three-fourths of their annual intake is serial in form. Half the acquisition budget at Harvard is spent for serials, and the story is doubtless the same in other research libraries. The great publishing phenomenon of the twentieth century is the increasing dominance of the periodical, as opposed to other forms of publication. The learned and technical journals, transactions of academies, societies, museums, observatories, universities, and institutions of all sorts, and the serial publications of governments year by year take a higher proportion of library funds, space, and attention. The figures are most alarming for science and technology. In the field of science alone, an authoritative estimate is that more than 50,000 periodicals are now being published. No library anywhere has more than a fraction of the total number. The Library of Congress claims to have about one-half the total.

Theoretically, at least, serial publications should lend themselves to cooperative acquisition, but the fact is that little has been accomplished in this direction. Nearly twenty years ago, the ALA Committee on Resources of Southern Libraries published two lists: one, a union list of

periodicals currently received in southern libraries, and the second a checklist of important periodicals which, according to the record, were not to be found anywhere in the South. It was hoped that the two lists combined might furnish the informational basis needed for a cooperative program. Insofar as I am aware, however, the lists had no effect either in persuading libraries to drop duplications in subscriptions or to acquire new titles not hitherto represented in the region. If anyone has contrary information, please correct me.

Another approach to the problem was proposed about thirty years ago with the appearance of the first edition of the *Union List of Serials*. It was revealed by the *Union List* that in libraries throughout the country there were innumerable incomplete and fragmentary sets of serial titles. Libraries should exchange these pieces among themselves, it was suggested, to form relatively complete runs in a few locations. Again, little happened, perhaps because of the amount of correspondence required and the expense of changing library records. The idea was revived by the Midwest Inter-Library Center about three years ago with what it called its "Fragmentary Sets Program." The *Union List of Serials* was checked, and MILC member libraries were asked to deposit in the Center the odds and ends of serials in their collections. Though I believe the project has not been formally abandoned, the results have hardly been commensurate with the time, effort, and expense required. Nevertheless, I believe the basic idea of such exchanges, mergers, or amalgamations is sound, if an economical way could be found to implement it.

Is there any realistic answer to the problem of cooperative acquisition in the serial field? Two possible solu-

tions occur to me. First of all, if libraries can agree upon divisions of fields, i.e., a higher degree of specialization by subjects, it would follow logically that periodicals of a specialized nature would be received by the libraries that had assumed responsibility for given areas.

More complex, however, is the question of what to do about periodicals in fields of wider interest. For example, every university must offer instruction and research facilities in chemistry, physics, the biological sciences, and mathematics. According to reasonably reliable figures, there are being published in the world today approximately 21,000 biological journals (including medical and agricultural titles), and *Chemical Abstracts* is now regularly abstracting over 5,200 journals from 87 different countries. The figures for mathematics, physics, and other sciences would be equally startling.

Of the total number, no single library would have more than a selection. On the other hand, there are certain titles which every self-respecting library must provide, because they are in constant demand. In chemistry, that would be true, for instance, of the *Biochemical Journal*, *Journal of the American Chemical Society*, *Journal of the [British] Chemical Society*, *Journal of Physical Chemistry*, and *Industrial and Engineering Chemistry*. At the opposite end of the scale, hundreds, or perhaps thousands, of periodicals are seldom used. Here is where the concept of cooperative acquisition might operate advantageously. We already have available some tools that could be used for guidance. You are doubtless familiar with some of the studies that have been made of most-cited journals. The pioneer investigation of the kind, I believe, was made by Gross and Gross, for chemistry

periodicals, and published in *Science* in 1927. Since then, a considerable number of other fields have been dealt with in similar fashion, e.g., Allen's study of mathematical periodicals, Fussler's work on chemical and physical journals, Henkle's on biochemistry, Smith's on chemical engineering, Gregory's and Jenkins' on medicine, McNeeley's, Dalziel's, and Coile's on electrical engineering, Gross and Woodward's on geology, and Croft's on agriculture. For the past several years, Charles H. Brown has been engaged in the preparation of journal lists for a number of scientific and technical fields, based upon the frequency of library holdings. I understand the results of his work may soon be issued as an *ACRL Monograph*. Now, with all these data available, supplemented by any additional investigations that may be required, would it not be practicable for a group of libraries to agree among themselves which journals are essential in each library, and which titles are so little referred to, so seldom used, so infrequently in demand, and so specialized that a file in one library would be sufficient?

Let me turn now to a suggestion for cooperative acquisition in monographic publications. One of the most publicized cooperative ventures since the end of the second World War is the Farmington Plan. As you know, this project is designed to acquire for American libraries all books of research value published abroad. It is now practically world-wide in scope, with about sixty cooperating libraries, each of which has assumed responsibility for one or more specific subject fields or geographical areas. An important feature of the plan calls for prompt listing of all acquisitions in the National Union Catalog at the Library of Congress.

Now, I propose an extension or ex-

pansion of the Farmington Plan to the South. At present, you have a very limited representation in the program. Georgia Institute of Technology has the assignment for the textile industries, and the University of Florida is responsible for publications originating in the Caribbean area. Elsewhere in the South, Duke covers the history of Bolivia, Ecuador, and Peru; the University of Texas, the history of four Latin American nations; the University of Virginia, the history of Poland; and Louisiana State, sugar technology. Why shouldn't the South participate more actively? You could do so without interference with the assignments made to libraries elsewhere in the country. Any of the Farmington dealers abroad would be happy to send two copies of a book instead of one. If the University of Georgia Library, for example, wanted to procure copies of the mathematics books now coming under the Farmington Plan, the foreign dealers could be instructed to supply one copy to the Princeton University Library, which now has the assignment, and another to Georgia. Such arrangements have been made by a number of institutions. I would not recommend that southern libraries attempt to cover the universe. Many of the categories being received under Farmington Plan arrangements would be of slight interest or value to the libraries of this region. It would not be particularly difficult, however, it seems to me, to select classifications pertinent to the educational and research programs of southern institutions, and then to agree among yourselves where the copies should be received. A record of locations should, of course, be maintained, either in the National Union Catalog at Washington, or perhaps by the regional union catalog in Atlanta. The cost of ac-

quisitions would not be prohibitive by any means, for the annual expense of the Farmington Plan for all participating libraries is only about \$40,000 for world-wide coverage of all classifications. The highly selective collecting which I am suggesting might cost no more than one-third that sum, and could be spread among as many libraries as desired to participate.

Several references have been made in this discussion to the specialization of collections. That is the key to successful cooperative acquisition programs. Each library must be prepared to define its acquisition policies, and to decide what will be its major areas of concentration. Two important principles ought to be recognized in the definition of policy. The first is that research collections should be built around the needs of individual scholars. A library that collects in a vacuum without primary attention to the needs of persons who will use the materials is like art for art's sake. It serves no real purpose and cannot expect support. At the University of Illinois Library for many years it has been established policy to develop specialized resources around the requirements of specific individuals or groups of persons actively engaged in research. The policy has paid high dividends in terms of faculty support and in terms of the growth of a great research library.

The second principle to be observed is that a good library must be a dynamic, living organism, fully responsive to evolution. Its patterns of growth should not be frozen by cooperative agreements or any other factors. Flexibility is essential, and inter-institutional programs should therefore be subject to periodic review as conditions change. This means, for example, that a library must avoid entering into negative agreements

stating that it will never collect materials in a field being covered by some other institution. To do that is simply to invite future disagreements and perhaps charges of bad faith. In short, always accentuate the positive.

In the Florida-Georgia region are a considerable number of noteworthy special collections which could very well, if they have not already done so, form bases for cooperative acquisition understandings among libraries of the two states. To name only a few, more or less at random, consider: the University of Florida's West Indies and Caribbean Collection; Georgia Tech's collections in aeronautics, ceramics, textiles, and patents; the University of Georgia's American Mathematical Society Library, and the De Renne Library and other collections of Georgiana and Southern Americana; Emory University's collections of Joel Chandler Harris, Wesleyana, and Confederate imprints; and Atlanta University's collection of Negro literature. Each of these is made to order for an area of specialization. In most cases they would be impossible to duplicate except in part, and they can easily serve the entire region.

One should also not overlook the opportunities for cooperation furnished by the mechanical marvels of our age. I have in mind, for example, the increasing number of ambitious projects for the micro-reproduction of huge masses of materials: all English books before 1640, all American imprints before 1800, all American periodicals before 1850, British Sessional Papers of the 18th and 19th centuries, the official records of the forty-eight states, beginning with the colonial period, English plays before 1800, English periodicals of the 17th to 19th centuries, the Lincoln Papers, the Jefferson Papers, the Adams

Papers, the leading foreign newspapers, and other like enterprises too numerous to list. For the most part, except for overlapping, these undertakings are entirely praiseworthy and merit support. They are rapidly reaching the point, however, where they threaten to bankrupt book budgets, even in the largest, wealthiest libraries. In such a group of institutions as is represented in this conference, I suggest that it would be commonsense to distribute the subscriptions to such projects among you, and then to make the microfilms, microcards, or microprints freely available on inter-library loans.

Another mechanical marvel is a little further into the future, but it does not require a crystal ball to prophesy that it is certain to come within the next few years. Experiments have successfully demonstrated at Oak Ridge, Tennessee, that research materials can be reproduced at a distance by means of television facsimile production machines. It is an entirely reasonable assumption to say that eventually the principal research libraries of this area will be linked together in a television facsimile reproduction system. In that

event, a single copy of a manuscript, a research report, a document, or a rare book would be sufficient to serve the whole region. That, I am convinced, is far from being a pipe dream.

It would not be difficult, of course, to list and describe other directions in which libraries in the Southeast and South could coordinate their acquisitional activities. The methodology scarcely needs to be spelled out in detail. The most important facts for an outside observer to note are (1) that there is here a strong desire to cooperate toward strengthening the whole as well as the individual parts of the library system; (2) at the management level, the university libraries of the region have assembled a group of young leaders unexcelled anywhere in the United States for their ability, imagination, and drive; and (3), finally, everything points toward a vast development of the cultural, educational, and economic resources of the South. Given these extremely favorable factors, there is no room for doubt that the future belongs to the university libraries of this region.

*A Thread in The Loom**

By CARLYLE J. FRAREY

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In the spring of 1955, at a conference in Chapel Hill attended by practicing librarians and school teachers from all parts of the state, the participants reached general agreement on and mutual understanding of a number of problems relating to education for librarianship. Throughout the proceedings, however, they voiced frequently one common theme. There is need, the conferees agreed, for library schools to give more attention to developing a suitable "professional attitude" in library school students. The frequency with which this recommendation was made suggests rather pointedly that newly-trained librarians do not have a professional attitude, or, at least, do not have a sound one.

Cursory examination of library school programs offers substantial evidence that the schools have never disclaimed this responsibility and do, as a matter of course, give considerable attention to developing this elusive quality in their students. No doubt they have not always been successful. Nevertheless, without excusing the schools for any shortcomings in their methods, I have been wondering recently whether this seeming lack of sound professional attitudes in the young may not perhaps reflect

a diminution of good professional attitudes in the older members of the profession—at least in some of the old. I think perhaps it does, for the young in our society learn from their elders, and if the model falls short of perfection, the copy is likely to exhibit the same defects.

What do we mean by professional attitude? It is not easy to define something which is both abstract and necessarily complex, but it may be possible to summarize it in a meaningful way. If so, I would describe professional attitude as the conscious, willing acceptance of responsibility to be active in helping to build a society within which individual members have the widest opportunities for self-realization and the "good life," and to assist the individuals who comprise this society to achieve the maximum self-realization of which they are capable. Such an attitude requires that one's own ambitions be subordinated to the common good and that one's own efforts be directed as much or more to the improvement of the other fellow's lot as they are to the improvement of one's own. The professional person is dedicated to giving service to his fellowmen in order that they may realize the best that is in them, and such dedication is a characteristic of every profession, be it medicine, law, education, social work, or librarianship.

It is not surprising that this responsibility of the professional person has become somewhat obscured in a so-

*Talk delivered at the Commencement luncheon of the UNC School of Library Science Alumni Association, Chapel Hill, 4 June 1955, and at the breakfast meeting of the Junior Members Roundtable, North Carolina Library Association, High Point, 22 October 1955. Although the text of this talk has been printed in *The UNC School of Library Science Alumni Association Bulletin*, December, 1955, and in *North Carolina Libraries*, February, 1956, the Editor believes it merits a wider audience and is reprinting it in the *Southeast Librarian*.

ciety which has, for a generation or more, attached more importance to material gains than to immaterial values. It would be disturbing, however, if the professionals in our society were not to call attention to the dangers in this one-sided development of society and to do what they can to restore a proper balance between the material and non-material aspects of life. On the whole, the record of librarians in describing the dangers and in working to restore balance is a good one. Even so, it seems to me that there are some evidences of chinks in our professional integrity, gaps, if you will, in our professional attitude which we ought to repair before they develop into major breaks.

Three of the most pernicious chinks are my concern in this paper. They are 1) professional apathy, 2) preoccupation with status, and 3) confusion of objectives. Let us examine the evidence for each in order to identify our shortcomings and thus be able better to correct them.

There are several disturbing signs of professional apathy among librarians. First in importance, perhaps, is a widespread lack of interest in the profession as a whole. In part this is reflected by the surprising failure of many librarians to belong to, support, and participate in the activities of the several professional associations, often on the grounds that "I get nothing out of belonging." (It is interesting to note here the subordination of the common good to individual gain.) In part, this lack of interest in the profession as a whole is reflected in the atomization of the professional associations into smaller interest groups. Special interest groups are both desirable and necessary in the larger professional associations, for only through such organizations is it possible for the individual mem-

ber to participate fully in the affairs of the larger body. However, all too frequently such special interest groups are organized solely on the basis of a presumed need to give special attention to special problems and without recognition of or concern for the multitude of problems which are, or ought to be, the common concern of all librarians, regardless of their special interests. Evidence of this atomization can be found in the rapid growth in recent years of the several divisions and sections of the American Library Association,¹ the multiplication of library associations, and the popularity of splinter groups, for example, the documentalists. Even library school teachers are guilty, for they have two professional associations for their relatively small segment of the profession: the Association of American Library Schools which admits personal members, and the Library Education Division of the American Library Association which is, of course, not limited just to library school teachers. The fault does not lie so much in the multiplication of these groups as it does in the tendency of many librarians to identify themselves so particularly with the special interest group, the state or regional association, or the segment of the national associations that they lose sight of common needs and goals and fail to work together most effectively to achieve them.

A second sign of professional apathy is our attitude toward recruiting new members for the profession. How often we all deplore the scarcity of able young people training for librarianship; how little most of us

1. The implementation by ALA of the recommendations made recently by the Cresap, McCormick & Paget management survey team may correct the abuses of super-organization to which this paper refers. That mere reorganization itself is not enough, however, is ably discussed by ALA President Ralph R. Shaw in his "Reorganization—Boon or Chimera," *ALA Bulletin* 50:349-54, June, 1956.

do actively to remedy the situation! The problem of recruiting is not a simple one to solve. It has been with us for many years. It cannot be said that maximum effort has been directed to its solution, for our typical response is to dismiss recruiting as a personal concern and assign it to a committee. A less apathetic professional group might accept the problem as an individual challenge as well as a collective one when confronted with a wealth of evidence that the committee technique alone is not likely to solve it.

A rather negative attitude toward education for librarianship is a third disturbing manifestation of professional apathy. There is abroad in the land much uninformed and non-constructive criticism of the patterns of formal training for librarians developed by the library schools during the last decade. Such criticism, moreover, is often accompanied by a surprising lack of concern and even disdain for any helping to improve them. The schools have expressed their interest in cooperation with the practicing members of the profession in their efforts to design the most effective training programs to achieve mutual objectives repeatedly, yet positive suggestions for improvement in the educational programs and active cooperation by libraries and librarians with the schools to obtain this end are rarer than they ought to be.

And, fourth, many of us simply fail to keep up with our profession—to read and to be informed about new developments and new ideas in library service. We have a responsibility as individual members of the profession to take part in exploring new ideas and testing their validity, and in forging from the new and the old better professional library service than our predecessors were able to

furnish. Education for librarianship does not end with the award of a certificate or a degree; it is a life-long process. The responsibilities which we accept as librarians to help others achieve their greatest potential in society are grave ones requiring humility, sympathy, understanding, and knowledge. We need to cultivate and develop these qualities throughout our lives.

In this connection it might be well to recall Sir Francis Bacon's admonition which appears at the head of the editorial page in each issue of *The Publishers' Weekly*. How many of us have ever noticed it there, or pondered its meaning if ever we read it?

"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."

Professional literature, some programs and discussions at conference meetings, and on-the-job attitudes of many of us afford ample evidence that we librarians are tending to become overly-preoccupied with our status. In forging a truly professional library service, library administrators, personnel officers, and library school instructors, among others, have given close attention to the need to distinguish between professional and non-professional activities in libraries. Such differentiation is essential to effective and economical library services and is necessary to the definition of the profession of librarianship itself. Apparently the emphasis placed upon this distinction has been in part misunderstood. I have heard several employers comment upon the attitudes of their newer and younger employees toward professional and non-professional work. Some younger librarians are reported to have refused to per-

form any duties which might be considered non-professional even when such activities constitute only a minor and truly insignificant portion of their work assignments. This is a real failure to understand the reasons for the distinction and reflects a poor comprehension of the whole work of the librarian. Inevitably all of us must carry on some "non-professional" activities in order to carry out our "professional" responsibilities, and it is neither realistic nor defensible to insist that so sharp a division be made here that one's status is impaired if any "non-professional" work of any kind remains a part of one's duties. Such an attitude also belittles the real contributions to good library service made by our non-professional employees.

The relatively poor economic status of librarians compared with that enjoyed by some other groups in our society, and the false values which society has attached to material gains have resulted in many demands by librarians for higher salaries, shorter working hours and longer vacations. Certainly improved economic status for the librarian is essential to good library service, but all too often these demands emphasize personal gain alone and fail to recognize that any benefit or privilege realized carries with it a responsibility. More money for less work should produce better work, yet there seems to be little thought by many of those who seek these benefits that this is a concomitant condition. Demands from academic librarians that they be granted "faculty status" do not often carry assurance that the librarians are prepared to accept all of the consequences of such status, including the onerous burden of committee assignments which is the typical lot of the faculty member in most American colleges and universities.

There is also a disturbing sign of preoccupation with status in the increasing insistence upon special recognition for the school librarian, the special librarian, and others, often accompanied by demands for special training programs to prepare these people for their assignments, even if such training must be given at the expense of fundamental general education, long thought to be an essential for good library service.

Lest these remarks be misunderstood, I hasten to add that I have no quarrel with a realistic distinction between professional and non-professional duties, with adequate salaries, fair working hours, and generous vacations, nor with legitimate efforts to improve one's status. As a profession we should work collectively and individually as much for the betterment of our fellows in librarianship as for the welfare of society generally, but we must not lose sight of our responsibility in the process. Improved status is a valid gain only when it enables us to do our job in society better; it is invalid when it is sought for purely selfish ends.

The third chink in our professional attitude was described as a confusion of objectives. While great clarification of our objectives has taken place through the years, there is still much room for improvement. The materials of our profession—books, papers, pamphlets, magazines, and other graphic, pictorial, and now sound records of civilization—are intended to be used. If they were so intended, there would be no need to preserve them and pass them along to future generations. Yet there are many among us who subscribe only half-heartedly or not at all to this *raison d'être* for librarianship: The cataloger who obscures the content and usefulness of a book in order to make his description of it conform

precisely to a code of rules; the curator of a special collection who impounds the materials entrusted to his keeping in a vault so as to preserve them from use; the head of circulation services who restricts access to library collections for purely administrative reasons, because management is easier that way; the interlibrary loan librarian who refuses to borrow or lend materials for the use of others because the reasons for borrowing or lending do not conform precisely to the provisions of the interlibrary loan code; the librarian who squanders his financial resources on collections which would be nice to have but which there is neither a demonstrable local need nor any regional or national responsibility to collect them. In fact, any librarian who establishes a practice which interferes with the fullest possible usefulness of his collections and who justifies his action on the grounds that his way is easier or less troublesome than some other and who does not consider and weigh judiciously all the effects of his decision upon the use of his library is guilty of confusing the objectives of library service. He also demonstrates his lack of a sound professional attitude.

And now these remarks have become a sermon. Even the text is from theological sources. The late Henry Ward Beecher once interpolated the following extemporaneous thought into one of his sermons:

"He who is false to present duty breaks a thread in the loom and will find the flaw when he may have forgotten its cause."

Since the records do not show which sermon was thus amended, it has not been possible to identify the particular sin which exercised Beecher. It may have been indifference. But I think his thought may have some real meaning today with reference

to this matter of professional attitude.

There are those among us who lose interest in our work, who become clock-watchers, and who, among friends at least, express dissatisfaction with what we are doing. The library is our "office," and we consider it in that light. We live not for the hours of work, but for the hours of leisure, not for the majority of the year, but rather for the vacation respite. We become unhappy and frustrated, and we blame our work or our working conditions for our unhappiness and dissatisfaction. We become apathetic about our profession, overly-concerned with our position within it, and confused about our aims, our objectives and our responsibilities.

Let us rephrase Dr. Beecher. He who does not cultivate and maintain a sound professional attitude contributes to his own dissatisfaction with his work and to the potential decline and increasing effectiveness of his profession within the society it serves. He observes and decries the results without recognizing that he has himself contributed to bringing about the very conditions he deplures. A poor professional attitude is like the broken thread in the loom. It results in a second-rate and unsatisfactory product.

Librarianship is certainly a long way from deteriorating into a second-rate profession, but the concern about unsatisfactory professional attitudes now often expressed by many librarians suggests rather forcefully that we had better take another look at ourselves and repair our professional faults in order to make sure that our libraries continue to serve effectively that society which supports them and of which they are an important part.

What Adult Education Means to Me

By CALEB J. KING, JR., *Florida Times-Union*
Jacksonville, Florida*

The late Walter B. Pitkin maintained in his famous book that a person's life can just begin coming to full flower at the age of 40. And history shows that such was the case with men like Ben Franklin, Thomas Jefferson, Voltaire, Goethe, Cicero, and Sophocles, all of whom did some of their best work after they had passed 65.

Yet men and women both, who arrive at two score years—and certainly those who reach the half century mark (I myself will be 50 on May 6th of this year)—often are inclined to think that they are on the downhill side of life.

Dr. Harry G. Good, professor of education, Ohio State University, in an article written for the *World Book Encyclopedia*, has said that a series of experiments have proved that the ability to learn falls off very slowly, and that persons in middle age have the capacity to absorb new ideas and new ways of doing things. And it is of some significance in this age when there is a tendency to minimize the value of a man's endeavors after the age of 40, to take note of the fact that Christopher Columbus was 41 when he started on the voyage which changed the course of world history.

Dr. Henry S. Curtis, of Ann Arbor, Michigan, said at a Washington conference on old age problems a few years ago that schools for the education of adults are needed because

increased numbers of persons are living beyond the age of retirement.

Dr. Martin L. Gumpert, New York City, declared that programs of this sort should not be adopted for retired workers alone, but for men and women of any age who have the time and the desire to learn. And every year brings inspiring newspaper stories of folk considerably advanced in age going back to school.

These items merit the attention they receive for two reasons. They deny the age-old maxim that "you can't teach an old dog new tricks," and they demonstrate the fallacy of the idea that a person ever completes his education. There is nothing more disgusting than the man or woman who becomes so thoroughly self-satisfied that he thinks he knows it all.

With the emphasis that is being placed on old age pensions, more and more Americans are facing the prospect of quitting their life-long careers with wholly inadequate preparation. There is an urgent need in this country for more of the type of education that will teach people how to spend the later years of their lives.

A few years before he died, George Bernard Shaw, the Irish playwright, declared: "... My mind still feels capable of growth, for my curiosity is keener than ever." He meant the intellectual curiosity that keeps men and women forever striving to broaden their horizons. That is what enabled him to live to become a nonagenarian, and it was the same motivation that sent a woman up in

*Talk delivered at Adult Education Workshop, sponsored by Public Libraries Division, Florida Library Association, February 14, 1956, Jacksonville.

Massachusetts several years ago back to high school to graduate at the age of 91. She was Miss Hannah Jenkins who was a Salvation Army worker for a quarter of a century.

Why did a man 66 years of age, already equipped with two college degrees and a rich life in practical experience, want to matriculate at an institution of higher learning? That is what Robert Gregg, of Birmingham, Alabama, did when he retired as president of the Tennessee Coal, Iron and Railroad Company several years ago and went to the University of Florida. A graduate of Georgia Tech, where he completed his undergraduate work in 1905, and of Cornell, where he earned his master's degree, he was in the steel business for many years and spent thirteen years as head of TCI. With many people, thoughts of retirement include dreams of fishing, loafing, and just lying around in the sun. But not with Mr. Gregg; he wanted to go back to school.

Then there also was the case of Charles Wilkes Pugh, the 54-year-old Navy veteran of two World Wars, who was graduated from Florida College in June of 1953 with an A.B. degree, *summa cum laude*. A former chief warrant officer, he attended college at a rather late age to prepare himself for a teaching career. As valedictorian of his class at the Lakeland school, he belonged to an ever-expanding group of middle age people in the United States who are striving to broaden their horizons and who are finding that they have the capacity for absorbing new ideas and new ways of doing things.

Nine hundred grown-ups, who had long since ended their formal schooling, were on hand for registration at an adult education project which was launched in the Bronx area of New York City several years ago.

More than 27,500 Floridians, from age 18 to 80, attended school in December, 1955, under the state's adult education program, according to school Superintendent Thomas D. Bailey. Close to 150 of the students obtained equivalency high school diplomas during the month. Bailey reported more than 25,000 have earned the diplomas since the start of the speedup school program for adults got underway in 1946.

A few years ago, a middle aged man who lives in Jacksonville, sold a lucrative business, which he had been conducting for several years, and made a handsome profit in the deal. Then he did what many other businessmen often say they would like to do but never accomplish because of the insistent urge to turn dollars quickly. He took his family and went on a nice long trip. And when that was over, he enrolled at the University of Florida and studied for a master's degree which he had been wanting ever since he had done undergraduate work years before. He studied psychology, and while doing so, probably learned things that will stand him in stead the rest of his life.

But the school of adult education which offers limitless opportunities for self-improvement is the library, and it has been said, to our shame, that "adults in the United States suffer intensely from the great paradox of our time—the trivialization of life."

Adult education is necessary to save us from the suicidal tendencies that boredom eventually produces. The nation would be better off if more adults read books on history, literature, and political philosophy. Yet statistics show that circulation of the classics is extremely small.

Thomas Carlyle once defined a university as a collection of books, and a more modern commentator, Storer

B. Lunt, president of W. W. Norton and Company, speaking several years ago at the annual convention of the American Library Association in Chicago, declared that the "solitary reader" is the opinion-maker.

The person who reads in the quiet of his study or the library is a thinker and by virtue of that fact, he also is prone to form his own opinions. And having gone through the process of doing a piece of independent thinking, he often gives voice to his conclusions on important subjects of the day.

The people who write for the *Times-Union* editorial page have an accurate method of determining who in Jacksonville and Florida are doing their own thinking. They are the people who communicate by 'phone or by letter their thoughts on the various topics that are discussed in the paper's columns. Invariably they are the people who have withdrawn themselves from certain types of "split-second entertainments" which are addressed to the "trigger-happy mind."

Reading is a stimulus to thought, and the educated man must have the capacity to think and should possess values which will condition his behavior as a citizen of the United States and the world. Reading builds up a capacity to think. Reading builds up a capacity for sustained attention to abstruse subjects. The man who takes himself apart—"far from the madding crowd" as it were—and reads and gives himself over to mature deliberation is a person who comes up with well-reasoned answers to the problems of the day. He is a garnerer of knowledge that gives him background upon which to build his opinions. He is close to the best that has been said and thought in other eras of history, and he can apply the lessons he learns in that manner to problems of the modern age.

Psychology teaches that a human being is a product of all that he has been. And if a man has given himself over to reading and thinking in the realm of the world's best literature, he most certainly is an above-the-average human being.

A great deal of the solitary reading that is done today is performed by persons who are engaged in original research. And training in this particular type of activity usually may be found at the graduate school level of American colleges and universities. It is here that the potential thinker is bred. He learns how to go to a library shelf and exercise discriminating judgment as to the authors he wishes to choose for his source material. With the knowledge thus gained, he has a starting point from which he can draft a piece of original work.

The person who has won freedom from the shackles of herd-thinking understands the power that comes from knowledge. He is a potential leader in his community. For the most part, however, the educational environment today is not conducive to independent thought. It tends to turn out people who are addicted to herd-type thinking rather than individuals who are capable of thinking a problem through to a logical conclusion of their own. The pressures to make a majority opinion prevail are too great.

The educational process is at its best when it is shaping thinking habits—inculcating in people a desire to inquire into the cause of things. People capable of independent thought come at a premium. Those of the other brand can be had for a dime a dozen. No person is really educated who does not possess intellectual independence—the ability to think and form opinions of his own.

Dr. H. B. Van Wyck of Toronto,

addressing the Royal College of Physicians and Surgeons of Canada at its annual meeting several years ago in Montreal, expressed the belief that one gains more insight into the personality of a man from great literature than from all of the discordant schools of psychology. If many of the hours of psychology we inflict upon medical students were given to history, literature, and poetry, these students would be better prepared for psychiatry and the psychosomatic approach to medicine, he declared.

With this country entering upon an age when more and more people will be spending time looking at television, the prospect of improvement in the intellectual and cultural level of the American people is not bright.

Against this background, the University of Michigan has completed a revealing survey. It shows that nearly half of all Americans do not read books. More than half of all adults live within a mile of a public library but only one out of ten averages as much as a visit a month.

There is much companionship in the company of a good book. Reading is a thought-provoking pastime which permits people to enjoy a close communion with the world's great minds. It provides stimulus for the men and women who are not willing to grow old, who ride their bark over the seven seas of life, looking ever ahead in the belief that they will touch the "Happy Isles" of Tennyson's "Ulysses."

But if Ben Franklin, America's most famous printer, were alive today, he would add to his long list of sage observations the comment that it is a real problem to know what to read and what to leave alone. Book lovers seldom suffer from a lack of volumes from which to make their selections, so rapidly do the printing presses turn out popular reading

matter. However they have to exercise real discrimination if they are going to pick something worth while.

Many people do not bother even to make a choice. They just join a book-of-the-month club and let somebody else do the selecting for them. The practice resembles the way some people let the other fellow tell them how to vote. Somebody is doing their thinking for them.

It is the quality of endurance that entitles a book to be called good literature, and by that standard many of the Pulitzer Prize winning volumes of today will be found lacking when time records its inexorable judgment as to whether they shall be called works of literary art.

The opinion of a reviewer is worth nothing, and may be dangerous, if it is taken without an accurate knowledge of his background. It is quite possible that he may be serving a master, that he may be writing literary criticisms that are motivated by a dishonest purpose.

How vulnerable people are to the efforts that are being made to influence their thinking depends entirely upon their ability to recognize the printed word which has an "angle" or hidden motive.

There is no substitute for the ability to think for yourself and form your own judgments as to what is right and wrong.

Here, then, is one of the greatest challenges that lies before American libraries in the field of adult education. It will be more fully met when there are fewer adults in the United States who are liable to become lost in the labyrinth of propaganda that is devised by a multitude of prostituted pens to shape the minds of men to fit a specific design and purpose.

The term adult education, of course, needs to be broken down into its constituent parts. It is too often

used in a generic sense. That is to say, a differentiation should be made between adult education and adult training.

Let me attempt to draw the distinction in terms of an atmosphere which has been an essential part of my being. I refer to the campus of my alma mater, a Southern State university—the oldest chartered school of its kind in the United States (University of Georgia).

Visiting there last year, I journeyed to the agricultural campus where I have friends, men now teaching there and engaged in other work who were contemporaries of mine in school. One of them, a man now past the half century mark and interested in the people of his age who want to keep on seeking Tennyson's "Happy Isles," spoke excitedly of a Kellogg Foundation Project which is under way on the agriculture campus. A great adult education branch is being added to this university where people older than the average college age may come and train themselves for some vocation that can be used in their later years.

It pleased me that my college had been chosen for this venture because the skills of oldsters are highly important in an age when America needs to think seriously of adding to its reservoir of trained manpower. This nation's senior citizens have a real place in its economic structure, and at least one state has passed legislation which prohibits discrimination against employees solely for reasons of chronological age.

The older workers have much to offer, and not the least of these qualities is a stability which is lacking in many younger employees. The skilled employee who is past middle age can be counted upon not to be always on the prowl for greener pastures.

The Kellogg Foundation project at my *alma mater* will be a symbol in the "New South" for the very best, I am sure, that can be had in adult training. But without a quieter and less ostentatious activity which goes on behind the walls of another new building completed just several years ago on the main part of the liberal arts campus at this university, little meaning can be given to vocational training in this part of the United States where industrial horizons are broadening to such an extent that the region below the Mason and Dixon Line is surely a land where young men must dream dreams and old men see visions.

The structure to which I refer is a new library building, which, when I visited it recently sent my mind back to a time three decades ago when I used to browse through the alcoves of a much less commodious plant. It was in the basement rooms of the older building that I used to closet myself each day for four long years with a blind student and read aloud to him from the pages of the classics which were required in the curriculum of the college of arts and sciences where he earned an A.B. degree with honors. The diploma he was awarded carried a seal with this Latin phrase:

"Et docere et rerum exquirere causas—both to teach and inquire into the cause of things."

A library is the citadel of a liberal arts education because it houses the volumes which constitute the literature of the ages. The Great Books are the source of the humanities which are the well-springs of the high minded precepts that are the foundation of adult education.

The Twentieth Century demands of adult citizens that they be able to adapt themselves to the circum-

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*Association of Southeastern Research Libraries is Formed**

By A. F. KUHLMAN

At a meeting of representatives of southeastern research libraries held in Chicago February 2, 1956, it was agreed that fairly regular meetings of a similar body would be desirable. A steering committee, consisting of Harlan Brown, Jack Dalton, Andrew Horn and Ben Powell (Chairman), was named to plan an organization, which might be useful to research libraries of the Southeast Region, and to schedule a meeting at the Miami ALA Conference. This organizational meeting was held at Miami Beach on June 21, 1956.

The recommendations of Ben Powell's Committee were received and accepted. The group voted to organize itself as the Association of Southeastern Research Libraries (ASERL).

The purpose of this Association will be to improve the resources and services of research libraries in the Southeast Region of the United States through cooperative effort. It will be a planning rather than an operational body. It is not contemplated that the Association will have public meetings at which papers and speeches will be presented. It is rather an informal discussional and planning group which will deal with problems common to the large research libraries of the Southeast Region.

*Mr. Kuhlman, Director of the Joint University Libraries, has prepared this statement at the request of the Editor. It seemed appropriate that he do this since he was elected Chairman of ASERL.

Membership will be confined chiefly to the libraries of those universities in the Southeast Region which offer the doctorate. Some of the state libraries holding important research collections will be eligible. As in the case of the Association of Research Libraries, membership is institutional and institutions will, as a rule, be represented by one person—their librarian or director. Membership is to be restricted as indicated for two reasons: (1) to hold down the size of the group so that effective discussion will be possible, and (2) to give homogeneity to the problems confronting the group.

Geographically, the Association is restricted to the eleven states constituting the Southeast Region (as defined years ago by Dr. Odum) again to give homogeneity to problems with which they will be concerned.

Ordinarily, meetings of the ASERL will be held at annual and midwinter conferences of the American Library Association and at the regular biennial meetings of the Southeastern Library Association.

From what has been said above it is obvious that ASERL in membership, purpose and method of functioning will be patterned after the ARL with this distinction—the former will be chiefly regional in its concern while the latter is national.



B O O K S

Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.

Most impressive of current Southeastern library publications is the posthumous *Bibliography of South Carolina, 1563-1950* of Robert J. Turnbull. Mr. Turnbull's compilation of the bibliography was a labor of love which stretched across many years. Unfortunately, it had not been put in final form at the time of his death. Through the efforts of his widow, however, and of his friend Stuart W. Jackson, the distinguished Lafayette bibliographer of Gloucester, Virginia, a painstaking typescript was made from Mr. Turnbull's extensive notes. It is now being published by the Bibliographical Society of the University of Virginia. The complete set will consist of five thick volumes; four have been published and the final volume should be ready in early 1957.

The bibliography covers South Carolina material from the very beginnings of the state through 1950. The bibliographical entries, while not always in the most approved style, are full and informative, and locations for copies of the book are cited wherever possible. Because Mr. Turnbull made notes from booksellers catalogs and based his entries on copies as reported to him, there are occasional duplications of entries and occasional notes for books which may well be ghost titles. But the whole is a useful work and a needed work.

As John Cook Wyllie, the Secretary of the Bibliographical Society of

Virginia to whom the adjective "indefatigable" seems inevitably to attach itself, writes in a short "Explanatory Note": "It has seemed clear to members of the Council of the Society that even with its defects the Turnbull Bibliography will inevitably be the foundation stone of future South Carolina bibliographies, that its issue in the present form will not only be of tremendous immediate use to students but will also encourage the eventual compilation of the more nearly perfect work that Mr. Turnbull was prevented from achieving."

Of particular professional interest is the new edition of Dr. Louis Round Wilson and Dr. Maurice F. Tauber's *The University Library: The Organization, Administration, and Functions of Academic Libraries*. This is not simply a slight revision of the edition of 1945 but an almost complete rewrite of that book. It covers every conceivable aspect of the university library in a volume as admirable for its clarity as for its thoroughness. Theory and practice are nicely balanced in the treatment. Little needs to be said of a book whose quality has proved itself over a decade marked by tremendous expansion in the university library field except that only such a work as this can take the designation "indispensable" from the first edition and hold it for its own. The new edition of *The University Library* is published by the Columbia University Press.

The University of Kentucky Library continues active in making historical and professional materials generally available. Samuel M. Wilson's talk on pioneer Kentucky history given many years ago has been published by the University of Kentucky Library Associates as *McClelland and His Men*. Hardin Craig's speech at the annual dinner for 1955 of the Library Associates has been distributed in mimeographed form with the title "Reading and the Growth of the Imagination." As Occasional Contribution No. 74 of the Margaret I. King Library the University has published *Lincoln County Historical Society Papers 1941-1953*. The *Papers* include contributions by a half dozen Kentuckians distinguished in the field of history: Will N. Craig, Thomas D. Clark, J. T. Embry, Bayless Hardin, Hambleton Tapp, and Charles H. Keith. As its Bulletin XV the Margaret I. King Library has distributed a guide to an exhibit, *Contemporary German Book Design*, printed at Frankfurt am Main. And its endlessly energetic librarian, Lawrence S. Thompson, has continued to publish in a variety of historical and bibliographical magazines.

The annual report of the Duke University Libraries for 1954-55 has appeared as a separate pamphlet publication. It is an impressive record of the continued growth of the largest university library of the Southeast. Even with a book collection of 1,198,878 volumes at the end of the report year, acquisitions of more than forty thousand volumes in the single year, and a budget close to a half million dollars, the Library reports that it is pressed to keep up with the materials needed in a modern university library. Of the expansion of libraries there is indeed no end, but Duke has a fabulous record of build-

ing a fine research library in a relatively short time. This report should be an inspiration and a challenge to other librarians of the Southeast.

In addition to the Turnbull bibliography, the University of Virginia Press has issued Perry F. Kendig's *Some Notes on a Little Known American Novel: The Prisoners of Niagara; or, Errors of Education (1810) by Jesse Lynch Holman* and William B. Todd's reconstruction of Oliver Goldsmith's *A Prospect of Society*. And, expressly for the Alderman Library and the Bibliographical Society of the University of Virginia, the University Press has published a small book of special interest in *Jefferson's Fine Arts Library for the University of Virginia*. By William B. O'Neal, Associate Professor of Architecture at the University, it describes the reconstruction of Jefferson's library and includes a list of desiderata needed to complete the reconstruction.

In an attractive pamphlet Emory University has published a record of *Gifts to the Emory University Libraries, 1954-55*. A bibliography of particular interest in the Southeast is Henry S. Stroupe's *The Religious Press in the South Atlantic States, 1802-1865: an Annotated Bibliography with Historical Introduction and Notes* which has been issued by the Duke University Press. From the Woman's College of the University of North Carolina comes a new supplement to the continuing bibliography of *The Woman's Collection* there.

The ultimate authority in the field of restoration of manuscripts and documents, William J. Barrow has written *Manuscripts and Documents: Their Deterioration and Restoration*. His work has been published by the

University of Virginia Press. Mr. Barrow writes: "For a number of years, I have collected information pertaining to the deterioration and the restoration of documents. This information, along with experimental data from my laboratory, has been assembled in a preliminary form in this volume. When more time is available and when additional data have been collected, the entire volume will be re-written and published in a more finished manner. In the meantime, it is hoped that this preliminary edition will be of interest and value to those using the restoration processes . . . described." To call such a definitive work as this "preliminary" is unnecessary denigration of the author's treatment of his subject. Until his own promised future work comes along, Mr. Barrow's present book will stand as the authority in its field.

Dr. William S. Hoole at the University of Alabama is editor of the series of the Confederate Centennial Studies being published by the Confederate Publishing Company of Tuscaloosa. The first two titles in the series, small but fine works from acknowledged authorities in the field, are Dr. E. Merton's Coulter's *Lost Generation* and Jay Monaghan's *Swamp Fox of the Confederacy*. Lawrence Thompson is a moving figure

behind the Lost Cause Press of Louisville which proposes to publish on microcards all of the public domain titles listed in Dr. Coulter's *Travels in the Confederacy*.

The State Library of Virginia will publish in 1957 a first supplement to the *Confederate Imprints* of Marjorie Lyle Crandall which was issued by the Library of the Boston Athenaeum late last year. Records of *Confederate Imprints* not included in Miss Crandall's volumes will be gratefully received by the State Library. They should be sent to Richard Harwell, Director of Publications, The Virginia State Library, Richmond 19, Virginia, not later than January 15, 1957. The supplement to *Confederate Imprints* will be a part of the new series of Virginia State Library Publications which will begin in early fall with the publication of *The Revolutionary Committees of Westmoreland and Fincastle: Proceedings of the County Committees, 1774-1776*. The long and illustrious career of the *Bulletin* of the State Library is being brought to a close with the publications of Dr. Wilmer Hall's checklist of Virginia state publications, 1916-1926, closing the gap in the present bibliographical record of the state.

—RICHARD B. HARWELL



Southeastern Library Association

EXECUTIVE OFFICE:
GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY, ATLANTA

Headquarters' Page . . .

In this issue of the *Southeastern Librarian* you will find the results of our recent election of officers. We wish all of our member had participated in the election of our officers. A little better than 61% of you (784) returned ballots sent out (1,269). We do not know what percentage of returns we have had in the past but a 61% vote indicates six out of every ten were interested.

We are sorry to be losing several of our outstanding and active members who are leaving our region. We hate to see them leave us, but they may be assured our good wishes go with them in their new work. Jack Dalton, Librarian of the Alderman Library, University of Virginia, has accepted appointment as Director of the American Library Association's newly created Office for Overseas Library Development. Jack is Chairman of our Committee on Education for Librarianship. Harold Sander, Librarian, Roanoke Public Library, our Local Arrangements Chairman for the Roanoke Conference has accepted an appointment as Librarian of the Indianapolis Public Library. Mabel Willoughby, Chairman of the College and University Section, who has been Librarian at Howard College, has gone to Abilene, Texas. We hope that each of these will be able to be present for our biennial meeting in October.

You will be interested to learn that at its June meeting the Southern States Work Conference, which is sponsored by the State Education Associations and the State Departments of Education of fourteen Southern states, chose *School Libraries* for one of its projected studies during the next three years. Work is already going forward toward setting up this study which will bring together at Daytona Beach next summer a representative group composed of librarians, school superintendents, principals, teachers and supervisors. The work will involve a week of concentrated study each year at Daytona Beach with state committees carrying on the work in the individual states during each of the school years. School librarians feel that this study will mean a great deal to the development and improvement of school libraries in the region. Your Association took the initiative in approaching the Executive Committee of the Southern States Work Conference concerning this study, information having been collected to show the need for such a study. We are particularly fortunate in having this study made by the Southern States Work Conference since all school personnel may be more easily involved.

The librarians of Florida are to be congratulated on their contribution to the success of the American Li-

brary Association Conference held in Miami in June. The Florida group provided us with a delightful time and an interesting experience.

We are looking forward to seeing each of you at our biennial conference in Roanoke during the early part of October. Information concerning the program was carried in the last issue of this Journal. The conference will open with a general meeting at 10:00

a.m. Thursday, October 11. You may register Wednesday evening.

Working with you during these past two years has been a pleasant and interesting experience. I appreciate your very fine cooperation and I wish to thank you for the opportunity you have given me to work with you.

Nancy Jane Day
President

What Adult Education Means to Me

(Continued from Page 125)

stances of life, whatever they may be, and that is the equipment provided in the atmosphere of our libraries, those handmaidens of the broad, cultural background which is the hallmark of an educated man.

Adult training is one thing; adult education is another.

Odysseus, whom Tennyson called by the name Ulysses, was described by Homer as a man of "many devices." Indeed he was, and if he lived today, he would join with one of America's great educators in saying that adult education should have

something more than an economic aspect—something more than "the mere ability to do, to run a machine, to till a farm, or to keep books."

The motto of one of the South's better known commonwealths calls for "wisdom, justice and moderation." Girded with that armor, we can look to a bright future in the South; and each librarian here today who is ministering unto the reading appetite of our adult citizens must live up to the responsibility of knowing exactly which shelves hold the volumes which will supply this need.



...VARIA

SELA OFFICERS, 1956-58

President: Randolph W. Church, Librarian, Virginia State Library, Richmond.

Vice-President (President-Elect): Lucile Nix, chief library consultant, State Department of Education, Atlanta.

Treasurer: Sterling Bagby, librarian, Halifax County Public Library, Halifax, Virginia.

Miss Nix and Mr. Church will take office at the end of the Conference in October. Miss Bagby will not assume her duties as treasurer until January 1, 1957, in order to permit the outgoing treasurer to complete all Conference business before turning over her books to the new treasurer. Accordingly, Miss Bagby's term in office will extend through December 31, 1958.

PERSONAL

Oliver T. (Mike) Field, chief of the Cataloging Department, Air University Library, has been appointed as a teaching assistant at the Columbia University Library School for the 1956-57 term. He has been given a leave of absence from his position at AUL.

W. Stanley Hoole, director of libraries, University of Alabama, has been granted a leave of absence to accept a Fulbright Special Category Award. He will conduct research in the United Kingdom for nine months, beginning September 1, 1956. He will visit several universities and colleges

in England, Scotland, Wales, and Northern Ireland, as administrative consultant, studying their organization and operation in relation to modern philosophy and practice.

Other recent activities of Dr. Hoole include the delivery of the commencement address at McNeese State College, Lake Charles, Louisiana, on May 29, and the completion of a survey of the libraries of the nine state-supported institutions of higher learning in Louisiana. His report is included in Volume IV of the recently published study entitled *Higher Education in Louisiana*.

After many years of service as librarian of the Alabama State Department of Archives and History, Mary R. Pullen retired on July 1. Miss Pullen was succeeded by Mrs. Jessie Epperson Cobb, who joined the staff in 1939 following her graduation from the Peabody Library School.

James G. Baker was appointed research librarian for the Chemstrand Corporation's Research and Development Department last June. Mr. Baker formerly was technical cataloging librarian for ARO, Inc., Tullahoma, Tennessee. Prior to that appointment he was assistant director of libraries at Alabama Polytechnic Institute and cataloger at the University of Illinois Library.

The former Annabelle Koonce, library supervisor, Mississippi State Department of Education, and Charles Edward Crowther were married on July 7. They are making their home in Vicksburg where Mrs.

Crowther will be librarian of the Junior High School.

Vanda Nelson, a recent graduate of Florida State University has been appointed acquisitions and order librarian at the University of Tampa.

Mrs. Helen Purdy has been given a leave of absence from the catalog department, University of Miami, in order to complete the requirements for the master's degree in library science at Florida State University.

Officers of the Birmingham Library Club for 1956-57 are: president, Maureen Hughes (librarian, VA Hospital); vice-president, Richardena Ramsey (librarian, Parke Branch, Birmingham Public Library); secretary, Olive Jo Lamb (cataloger, Birmingham Southern College); and treasurer, Mrs. Nina S. Johnston (librarian, West End High School).

Frances Jane Porter, formerly director of the Kentucky Library Division is librarian of the Chester County Library, Chester, South Carolina.

Emma M. Ritter has left her position as librarian of Reinhardt College, Waleska, Georgia, to become librarian of the Berkeley County Library, Moncks Corner, South Carolina.

Mary H. Bassett, formerly assistant librarian at Lynchburg College, succeeded Mrs. Anne Coogan Catlin as librarian on July 1. Miss Bassett, a native of Virginia, studied at Lynchburg College and Longwood College, received her B.S. in L.S., from Peabody, and her Master's from the School of Library Service at Columbia University. She has also studied at the Library School of the University of Illinois. Prior to coming to Lynchburg, she served for seventeen years as librarian of

Southern Christian Institute at Edwards, Mississippi.

George R. Linder, formerly librarian of the Catawba County Library, Newton, North Carolina, is now librarian of the Spartanburg (S.C.) Public Library.

Charles A. Stevenson is now head of the Reference Department, McKisick Memorial Library, University of South Carolina. He succeeds Ronda Sawyer Teel, who was married recently and is now living in Palmdale, California. Mrs. Jane W. Byrd has been appointed assistant reference librarian.

Mrs. Josephine Huey has joined the staff of the Rock Hill (S.C.) Public Library as children's librarian. She has been librarian of the Rock Hill High School.

James A. Rogers, chairman of the State Library Board, is now editor of the *Florence (S.C.) Morning News*.

Nancy Harris, June graduate of Furman University, has been awarded a \$150.00 a month assistantship by the Division of Library Science, Indiana University, Bloomington, Indiana. She will begin her studies there in September. Miss Harris was a student assistant in the Woman's College Library of Furman University.

Miss Clyde Smith, librarian of the Olivia Raney Library, Raleigh, N. C., as literature chairman of the Raleigh Woman's Club, has been presented the Ellen Cruddup Rogers Silver Bowl which is awarded annually to the committee chairman with the most outstanding project. Miss Smith directed and instigated Raleigh's first Literary Forum which was held in the spring.

Mrs. Betty Dick of the North Carolina State Library staff has been awarded the "Oscar" for the best female lead for the 1955-56 season

of the Raleigh Little Theatre for portrayal of the role of Linda in the *Death of a Salesman*.

Louis Shores has made a survey of the instructional offerings in the field of library science and audio-visual services at Southern Illinois University.

Jack Dalton, librarian of the Alderman Library, University of Virginia, who is widely recognized as one of the outstanding leaders in librarianship, has resigned his position at Virginia to accept appointment as director of the American Library Association's newly created Office for Overseas Library Development. The appointment is effective October 1, 1956. Jack has been on the staff at Virginia since 1934 and has been librarian since 1950. He has been active in library affairs on all levels and will be sorely missed in the Southeast.

Elizabeth Stevenson, a staff member of the Atlanta Public Library, was chosen as "Woman of the Year in the Arts" in Atlanta in recognition of her widely acclaimed biography of Henry Adams. Other honors also have come to Miss Stevenson because of this biography, including one of the \$2,000.00 Bancroft awards given through Columbia University for "distinguished writing in the field of history, diplomacy, and international relations."

James E. Pearson assumed the duties of director of the Troup-Harris-Coweta Regional Library with headquarters at the LaGrange Memorial Library in May. Mr. Pearson held the position of assistant director in the Dodge-Telfair Regional Library for six months prior to his appointment to his new position.

Virginia McJenkin, director of the Fulton County school libraries (Atlanta), was honored during the last commencement at Wesleyan College in Macon. She received the 1956

Alumnae Achievement Award for "distinguished achievement reflecting honor on the school."

Miles C. Horton, Jr., formerly assistant reference librarian at the Woman's College Library of the University of North Carolina at Greensboro, accepted a position in the General Reference Department of the Carol M. Newman Library of Virginia Polytechnic Institute in Blacksburg, Virginia, effective August 27, 1956.

Mary Canada has rejoined the staff of Duke University Library, Durham, North Carolina, after receiving her B.S. in L.S. degree from the University of North Carolina School of Library Science in Chapel Hill.

Mary Frances Kennon began work September 1 as the assistant state school library adviser of the North Carolina Department of Public Instruction. Miss Kennon holds an A.B. degree from the University of South Carolina and the Master of School Librarianship from the School of Library Science at the University of North Carolina. She has formerly held positions in school libraries in North Carolina and comes to the present position from the Baltimore, Maryland, City Schools, where she was school library specialist. Miss Kennon has also taught library science at the University of North Carolina and extension courses for Appalachian State Teachers College. In her new position she will work with the present North Carolina state school library adviser, Cora Paul Bomar.

Cora Paul Bomar, state school library adviser of North Carolina, has been appointed chairman of the Committee for the State Library Supervisors for 1956-1957. The Committee is an informal organization composed of all state supervisors of school and childrens' libraries of the United

States and the Canadian Provinces of Saskatchewan, Manitoba and Nova Scotia. The U. S. Office of Education and the Office of the Executive Secretary of the American Association of School Librarians work closely with the group. The main objectives of the group are to share the findings of research and to exchange ideas and news of new trends and development in school librarianship. The committee meets in conjunction with the American Library Association.

Mary Kent Seagle has accepted the position of librarian in the Hendersonville (N.C.) Public Library and began work in August.

Mrs. Margaret E. Poole has been appointed acting librarian of the Onslow County Public Library, Jacksonville, N. C., to succeed Mrs. Karen Anderson.

Ann D. Galusha was appointed to the North Carolina State Library staff on May 16 as technical services librarian. Miss Galusha came to North Carolina from Dinwiddie, Virginia. Prior to this appointment, she was employed for several years by the United States Government, her most recent position being assistant command librarian in Munich and Stuttgart, Germany. She received her education from Longwood College, Farmville, Virginia, and her library science training from the College of William and Mary, Williamsburg, Virginia.

Annie Lee Yates has been employed as assistant librarian in the General Services Division of the North Carolina State Library. Miss Yates, who began work with the State Library on June 18, returned to North Carolina from Tallahassee, Florida. Prior to the present appointment, she was employed as circulation librarian in the Florida State University Library. She received her education from the Woman's College of the University

of North Carolina, Greensboro, and her library science training from Pratt Institute School of Library Science, Brooklyn, New York.

Louise Bethea of Dillon, South Carolina, became cataloger in the Technical Services Division, North Carolina State Library, on July 2. She was employed formerly as director of Baptist Collection and cataloger in the Wake Forest College Library. Miss Bethea is a graduate of Flora Macdonald College, Red Springs, N. C., Converse College, Spartanburg, South Carolina, and received her library service training from Emory University, Georgia.

Philip S. Ogilvie has resigned as director of the Albermarle Regional Library, Winton, North Carolina. He went to Tifton, Georgia, on July 15, to become director of the new five-county regional library. Mrs. Carl G. Bickers, present assistant director of the Albermarle Regional Library, will succeed Mr. Ogilvie as director.

William K. Ach has accepted a cataloging position in the Public Library of Winston-Salem and Forsyth County, North Carolina. He reported to work on June 18.

Mary Anna Howard has accepted the position as head of extension service in the Public Library of Winston-Salem and Forsyth County, North Carolina. She reported for work on June 15.

Mary Yates, cataloger in the North Carolina State Library, retired as of June 30 and is now making her home in Greensboro, North Carolina.

Margaret Chapman, assistant law librarian, University of North Carolina, Chapel Hill, resigned her position, effective July 31, to become head of the Bibliography Room of the University of Florida Library in Gainesville.

Caroline Heriot, who received her B.S. in L.S. from the University of

North Carolina in 1954 and was formerly an assistant in the Documents Department there, has returned to Chapel Hill from Washington, D. C., to become the assistant law librarian. In Washington, she was assistant reference librarian at the Bureau of Ordinance Technical Library of the Department of the Navy and attended the Law School of George Washington University.

Walter Gray, gifts and exchange assistant in the Order Department, Wilson Library, University of North Carolina, has been named librarian of Atlantic Christian College, Wilson, North Carolina. Mrs. Gray, presently co-ordinator of services of the Durham (N.C.) Public Library, will become Atlantic Christian's assistant librarian.

On June 30, Carrie Broughton retired as North Carolina State librarian after 54 years of continuous service in the State Library. The State Library Board gave her a testimonial dinner on June 28, in the Elizabethan Room of the Hotel Sir Walter in Raleigh. Dr. Hiden Ramsey, Chairman of the North Carolina Board of Higher Education, gave an address. Dr. Roy B. McKnight, Chairman of the State Library Board of Trustees, was the master of ceremonies.

On June 30, three members of the staff of the Wilson Library, University of North Carolina, retired from positions which they had held for many years. Mary Elizabeth Broome retired as a first assistant in the Catalog Department. Mrs. Edna Lane retired as "typist, secretary, administrative assistant, confidant, adviser and mother confessor to the entire library staff through the administrations of Wilson, Downs, White, Rush, including two interregnums with Cook and during the indoctrination of Horn," to quote from O. V. Cook's

tribute to her. Mrs. Sarah T. Watters retired after nineteen years of service to the Southern Historical Collection.

At the Fourth General Session of the American Library Association Conference in Miami the Margaret Mann Citation for 1956 was announced—the recipient, Susan Grey Akers. The Mann Citation is awarded by the ALA Division of Cataloging and Classifications for distinguished work in cataloging and classifications. For Miss Akers, the citation reads:

The Margaret Mann Citation in Cataloging and Classification is awarded in 1956 to Susan Grey Akers, distinguished author and teacher, leader of cataloging activities in the Southeast and throughout the United States, consultant for Library Service in Japan and Iran, for noteworthy contributions to library service. By precept and example she has shaped the cataloging practices of thousands of small libraries throughout the country. We honor her accomplishments and name her as one who has practiced notably the high ideals of cataloging service upheld by Margaret Mann.

Benjamin Powell, librarian of Duke University Library, Durham, North Carolina, has been elected a member of the Executive Board of the American Library Association for the period 1956-1960.

Wallace Van Jackson, director of the Virginia State College Library, Petersburg, Virginia, has been elected to the Council of the American Library Association for a four-year term beginning in 1956.

The new officers of the Tennessee Library Association are: president—Don Ferris, University of Tennessee, Martin Branch; vice-president—Mary Eleanor Wright, regional librarian, Warioto Region, Clarksville; secretary—Julia Greer, University of Tennessee, Martin Branch; and treasurer—Mrs. Ruth Brockette, Davidson County Schools, Nashville.

At the Miami Beach Conference,

Evelyn Day Mullen, director, Alabama Public Library Service Division, was elected to represent the ALA Public Library Division on the ALA Council for a term of four years.

Charles F. Gray, assistant humanities librarian, University of Georgia, has resigned effective September 15 in order to accept a graduate assistantship for advanced study at the University of Florida. He has been replaced by Hope B. Reid a graduate of the Louisiana State University Library School and with experience in the Texas Agricultural and Mechanical College and the Naval Air Station at Pensacola, Florida.

After thirty-five years of service in the University of Georgia Libraries, Hazel Philbrick retired on June 30, 1956. During that time she held positions as chief cataloger, reserve book librarian, and assistant science and technology librarian.

THIS AND THAT

The new Air University Library building has been completed. This million dollar building is the result of more than three years of planning and study. It has 70,000 square feet of floor space, with a general reading room for over 500 readers, a stack housing more than 100,000 volumes, and a fine audio-visual center.

A new building for the Montgomery (Ala.) Public Library has been assured by the recent passage of a one-billion-dollar bond issue. A search is now under way to find a suitable downtown location. The Montgomery Art Museum will be housed in the same building.

"Librarians and Their Reading" is the theme for the annual meeting of the South Carolina Library Association, to be held at Clemson House, Clemson, South Carolina, on October 26th and 27th. Principal

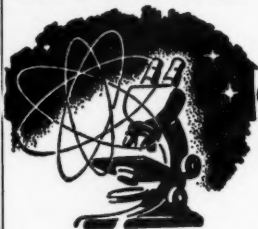
speakers announced by Charles Stow, program chairman, are: Dr. G. Watts Cunningham, retired dean of the Graduate School, Cornell University, whose subject is "On Cultural Reading"; Dr. D. H. Gilpatrick, Head of the History Department, Furman University; and Dr. Lawrence Clark Powell, librarian of the University of California at Los Angeles, whose subject is "The Gift to be Simple."

The University of Florida Press has announced the publication of "The Land Called Chicora," by Paul Quattlebaum, an honorary life member of the Horry County (S.C.) Library Board.

The D. H. Hill Library of North Carolina State College, Raleigh, reports the establishment of a Tobacco Literature Service. Designed as a liaison office between the Library and the Agricultural Experiment Station, it will index and abstract materials on tobacco to be published in a quarterly known as "Tobacco Abstracts." The newly appointed director of the Tobacco Literature Service is Margaret Drenowatz.

Open house was observed recently at Washington County, North Carolina, in the new library building which serves as headquarters for the Pettigrew Regional Library (Washington, Chowan, Tyrrell counties) of which Mrs. Eugenia R. Babylon is director. The new building is a dream made to come true through hard work. In April, 1955, the county commissioners voted to appropriate \$10,000 for the construction of a county library building to be built at Plymouth. The library board realized this amount would not be sufficient for finishing the interior, so decided to ask groups, clubs and individuals for donations. The response was so gratifying that with the donations of money and much volunteer labor, it

DISCOVER THROUGH RESEARCH



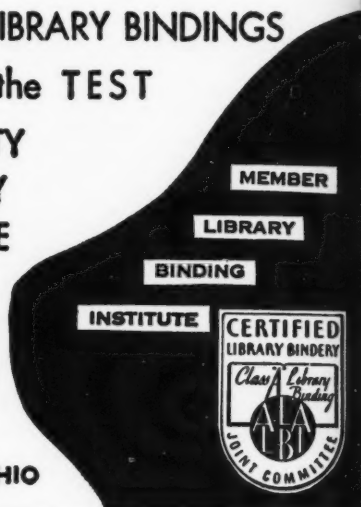
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